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AN EVALUATION OF A SCHOOL FOR EDUCABLE MENTALLY RETARDED CHILDREN.

BY

ANNAMMA BENJAMIN

A THESIS SUBMITTED TO
SRI VENKATESWARA UNIVERSITY, TIRUPATI
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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BY

ANNAMMA BENJAMIN

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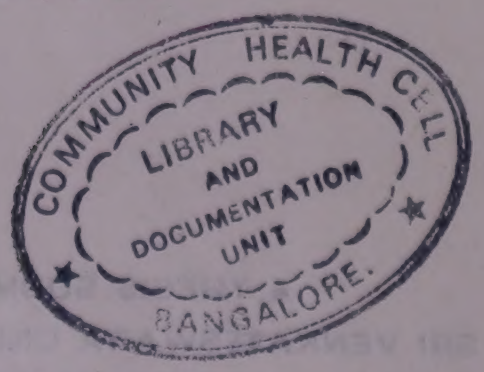

SRI VENKATESWARA UNIVERSITY COLLEGE: TIRUPATI

SUPERVISOR'S REPORT

This is to certify that the thesis entitled "An evaluation of a school for educable mentally retarded chi ldren" submitted by Miss Annamma Benjamin is a record of research work done by the candidate during the period of study under me, and that the dissertation has not previously formed the basis for the award to the candidate of any Degree or Diploma or Associateship or Fellowship or other similar title.

Annamma

Lecturer in Home Science
S.V. University College,
Tirupati

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A Dissertation
submitted to Sri Venkateswara University, Tirupati
in partial fulfilment of
the requirement for the Degree of Master of Science
in
Home Science

S.V. UNIVERSITY, TIRUPATI
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CHAPTER I

INTRODUCTION

INTRODUCTION

"Mental retardation ranks as a major national health, social and economic probelm" --

J.F. Kennedy.

Today mental retardation is seen more obviously as a condition rather than as a disease. The prestige attached to high intellectual capacity led to the condemnation or complete negligence of the mentally subnormal.

Definition of the Term Mental Retardation:

There are several definitions offered by various authors and organisations for the term 'mental retardation'. However, the following definition developed by the American Association on Mental deficiency in 1961, seems to be the most acceptable one. 'Mental retardation refers to sub-average general intellectual functioning, which originates during the developmental period, and is associated with impairment in adaptive behaviour'. 'Subaverage' refers to 'performance which is greater than one standard deviation below the population mean of the age group involved', on measures of general intellectual functioning. The level of general intellectual functioning may be assessed by performance in one or more of the various objective tests, which have been developed for that purpose. 'Adaptive behaviour' refers primarily to the effectiveness of the individual in adapting to the natural and

social demands of the environment. Impaired adaptive behaviour may be reflected in (i) maturation, (ii) learning, and (iii) social adjustment.

The importance and need for educating the mentally retarded is clearly brought out in the United Nation's Declaration of 'General and Specific Rights of the Mentally Retarded' in Article II which states that the mentally retarded should be so educated as will enable them to develop their ability and potential to the fullest possible extent.

Classification of the Mentally Retarded:

Different terminologies have been used to distinguish the different categories of mentally retarded population. The earliest of these were idiots, imbeciles and the feeble minded. Later, they came to be referred to as the profoundly retarded, the moderately retarded and the mildly retarded, respectively.

In 1969, the World Health Organization recommended the following classification for international use: (1) Educable, (2) Educably subnormal, (3) Trainable, (4) Socially subnormal, and (5) Custodial.

For the purpose of providing special education and training programme according to individual ability and need, the mentally retarded are classified into three groups as follows: (1) the custodials or dependent mentally retarded (with IQ less than 25), (2) trainable mentally retarded (IQ

between 25 and 50), and (3) educable mentally retarded (IQ between 50 and 90). The terms used in this classification are self-explanatory. Though the IQ is used as a parameter for classification, it is not to be treated as a rigid measure.

Of these groups of mental retardates only the educable mentally retarded can benefit from an educational programme. The educable mentally retarded (EMR) are defined as those children who are so intellectually retarded that it is impossible for them to be adequately educated in the regular classroom (Cruickshank, W.M., Johnson, G.O., 1968). They are, however, educable in the sense that they can acquire sufficient knowledge and ability in the academic areas that these skills can and will become useful and usable tools. Further, they have a prognosis of social adequacy and occupational or economic self-sufficiency as adults doing semi-skilled jobs. They will be able to live happy and successful lives with little supervision and understanding. In their adulthood they will have a mental growth as comparable with that of normal children of 8 to 12 years of age.

Incidence of Mental Retardation and Allied Educational Institutions in India:

The demands made on an individual in an agricultural society is less when compared to that made in an industrial society. In such a society it is easy to find tasks for each according to his capacity. The mentally ill mould pass off

unnoticed in a rural society where they would be fit enough to take up some unskilled or semiskilled job. Joint family living is a characteristic of the agricultural society and is a paradise for the less competent. The contribution of each individual to joint family living is only expected to be according to his ability and not according to his needs. It is mainly for these reasons that mental retardation remained unidentified for such a long time.

The fact that so far no upto date and accurate statistical information about the mentally retarded in India has been made, speaks for itself. However, piecemeal information regarding the prevalence of mental retardation in our country is available.

As per the reports presented at the All India Conferences on Mental Retardation (1966 1968) in New Delhi and Bombay respectively, the first scientific approach to the problem in India was made by Dr. V.V. Kamath who in 1929, making a survey on the Kannada speaking people, estimated that 4 per cent are retarded in the sample of school-going children. There has been little systematic attempt at the enumeration of the prevalence of mental retardates. The estimates vary from a meagre 5 million (Mehta, 1966) to 19.4 million (Boi, 1966). Taking the world prevalence rate of approximately 1 to 3 per cent (WHO, 1968) our retarded population can be anywhere between 5 to 15 million (Mazumdar et al., 1972). However, the Indian

Express dated 14 January, 1974 reports the number of mental retardates in India to be two million!

Dr. Willard Centerwall in 1964, made a study of the various institutions catering to the needs of the mentally retarded in India and estimated the number to be 51 spread over in twelve states. Of these, 24 are special schools for the retarded population. Currently much emphasis is given by the Government and private agencies toward the betterment of the mentally retarded population of our land.

Special Education for the Mentally Retarded:

The ultimate goal of special education as with all education is to prepare children through appropriately planned programmes for successful and satisfying living. The objective of educating the EMR is summarised as follows: (a) The achievement of self-realization - which includes health, habits, skills of everyday living - and some positive skills and attitudes which will allow for proper use of leisure time. (b) The development of proper human relationships, this includes all the skills which make possible interaction with others in the environment in daily life, inclusive of the communication skills, manners, group activities and so on. (c) The attainment of economic efficiency which includes all the skills which contribute to the economic usefulness of the individual in the society in which he lives. (d) The assumption of civic responsibility.

For the realization of the above mentioned goals, special schools for the retarded are recommended. The curriculum in such schools is specially geared to the needs and activities of these children. The academic and other skills taught are not ends in themselves, but have meaning only as tools that will enable the child to achieve the basic objectives of the programme more easily. The programme should start early and extend into vocational training and follow-up.

Purpose of the Study:

That the area of mental retardation is a neglected one is quite obvious from the statistical data pertaining to mental retardates in India, quoted earlier. Hence this is a fertile field for research. Further, the research worker has a great interest in the education of the mentally retarded. The present study was taken up mainly for these three reasons.

Special institutions are started to meet the special needs of the children for whom they are meant. However, there has been no attempt made to evaluate these though there is an urgent need for it. It is only by such a process of evaluation that it would be possible to know about the qualitative aspect of these institutions. The research worker therefore felt that she would be fulfilling an urgent need of the moment, though only in a meagre way, by undertaking the evaluation of a good school of long-standing reputation. Also since

evaluation would involve several methodologies of research, it would enable one to get a fuller perspective of the various aspects of the institution, which in turn, would pave the way for making appropriate suggestions for improvement.

Aim of the Study:

1. To find out the educational provisions made for the EMR in a special school considered to be good.
2. To find out the attitudes and opinions of the management, staff and children regarding the school and its functioning.
3. To make a general evaluation of the educative measures being undertaken by the school.
4. To make necessary suggestions for improvement.

CHAPTER II

REVIEW OF LITERATURE

REVIEW OF LITERATURE

Characteristics of the Educable Mentally Retarded:

It is said that the EMR children are more nearly like children with normal and above average intellect in physical and other motor characteristics than in any other trait (Dayton, 1928; Canton and Stacey, 1957; Sloan, 1951; Francis and Rarick, 1960). The primary deviation of the EMR children is in the area of intellectual growth, where development is significantly retarded. The educable mentally retarded child is characteristically slow in learning. He is unable to think abstractly or understand abstract concepts or handle symbolic material. He cannot generalize his learning or plan for the future. He is significantly below the level of most children of his age in school efficiency. He exhibits high distractability in learning situations. A 'leaky bucket' theory of rapid forgetting of the mentally retarded has recently been in vogue. In addition, the retarded have been considered extremely inept in the transfer of learning. The maximum mental growth of the educable mental retardate ranges from 11 years to 13 years 6 months.

Cromwell et al., indicate that definite social immaturity is exhibited by the mental retardates as seen in their non-acceptance of personal and social responsibilities and emotional instability. They have a relatively high

expectancy for failure. The EMR children are also said to lack adaptability, self esteem and motivation and exhibit social rigidity of attitudes.

Eleabogen, M.L.(1957) in a comparative study of some aspects of academic and social adjustment of two groups of mentally retarded children in special and regular classes found that regular class pupils' performance of standard achievement tests ranked higher than those of the special education group of children. However, he also found special class children to have relatively better social adjustment, more realistic vocational goals, more friends and more after-school jobs. The findings of Cassidy, Stanton, Thurstone and others also confirm this. Baldwin, W.K.(1958) in a study to determine the social position of mentally retarded children in public school classes, found a low degree of social acceptance of the mentally retarded children in regular classes. Zigler opines that the retarded child seeks guides to action on external cues in the immediate environment in directing his own solution to problems.

In an experiment by Turnure and Zigler (1964), normal and retarded children equated on mental ages, were tested on their tendency to imitate an adult and a peer following the playing of three games under either a success condition or a failure condition. They found that retarded children were

more imitative than normal children and that interpolated failure resulted in more imitative behaviour in all children. In a second experiment Turnure and Zigler (1964) demonstrated that 'outer-directedness' can be helpful for the mental retardates on certain occasions. While normal children performed the first task significantly faster than did the retarded children, the retarded children were significantly faster on the performance of the second task. Further, the retarded children glanced significantly more often at the experimentor while working on the first task than did the normal subjects thereby demonstrating their greater reliance on external cues.

Concepts regarding the Teaching of the Mentally Retarded:

Jean Itard (early 19th century) was the first to seriously consider the possibility of educating the mentally retarded children. He emphasized sensorimotor exercises to provide competency in audition, vision, touch and taste. Fundamental academic skills like vocabulary comprehension and the ability to generalize were taught from concrete examples. The physiological method of Seguin, E. was a refinement of Itard's ideas and emphasized the development of the imperfect sense organs supplemented by academic and occupational training. The programme introduced by Montessori (early 20th century) was actually a refinement of the ideas of Froebel and Pestalozzi, using the natural setting as a background and providing sensori-motor training. An attitude of

apparent permissiveness with regard to choice of activities was emphasized by her although direction for self-help was provided.

Inskeep (1920) on the other hand, modified the regular curriculum by 'watering it down'. As per this, retarded children were taught fewer skills, with lesser material and at a slower pace than normal children. Duncan (1930) utilized many manual activities and correlated academic subject matter with shop work, crafts and home economics. This was elaborated by Gildstein and Sergles more recently. This 'eclectic method' developed by them utilized units of work based on persistent life situations, and took into consideration the developmental needs and characteristics of retarded children. The programme articulated from early childhood through adolescence and emphasized personal social adjustment and occupational competence. Further, retarded children were integrated with normal children in non-academic activities.

Between 1935 and 1940, Hungerford and Doughlas placed emphasis on preparation for employment. Occupational information was correlated with academic materials and a formal programme of guidance, vocational training, selective job placement and on-the-job placement. The method utilized a series of core curricula beginning with the central theme of the home and developing it through to the role of the worker in the community. The programme is more widely known as

'occupational education'.

Methods of Teaching the Mentally Retarded:

Moss (1958) suggested that the retarded child's history of failure results in an approach to problem-solving in which he is motivated to avoid failure rather than to achieve success. Others supporting this hypothesis are Bailer and Cromwell (1960), Zeaman and House (1963), Butterfield (1964) and MacMillan (1969). Those who have pointed out that retarded children have a higher expectancy for failure than non-retarded children are Cromwell (1963), MacMillan (1969, 1970) and MacMillan and Keogh (in press). In 1968, Williams, C.F. et al., made a study on three comparable groups of 15 subjects, each group comprising of slow-learning children from economically deprived homes. They were taught word-and-phrase acquisition and retention as well as simple reading skills by teaching machines, programmed text-books and correctional classroom instruction. Individual daily sessions for subjects assigned to programmed instruction group averaged 40 minutes for a period of 4 weeks. Dramatic changes were observed for the teaching machined and programmed text book groups, as compared to the base-line classroom group. More than 90% of the gains were found to be retained by these groups even 30 days after termination of formal instruction. Turnure (1970) studied the distractability in 7 mentally retarded children with a group of 10 normal children of chronological

age ranging from 11-10 years to 15-9 years and mental age ranging from 4-11 years to 7-8 years. Mirror and control conditions were set up and it was found that the mentally retarded subjects did not have a greater tendency towards distractability though they did spend more time in being distracted than the normals. In order to find out if non-orientation toward a task was influenced by the presence of an adult, Turnure worked with the same subjects and found that the retarded subjects showed a relatively high attraction toward the adult. However, the interpretation of this was information seeking rather than evidence of distractability. It is hypothesized that a retarded child approaches an encounter with adults (teachers) desiring to interact with them (positive reaction tendency), which, at the same time being hesitant, due to his many negative dealings with adults (negative reaction tendency). Both the tendencies are positively related to the amount of social deprivation the child has encountered (Zigler, 1962). Harter's study (1967) supports Zigler's contention and sheds light on how positive reaction tendencies can impair performance. The child's dilemma is described by Zigler (1968) as follows: 'The child is simply spending more time protecting the self from potential harm than he is in solving cognitive problems'.

Through a series of studies carried out in nursery schools, special education classes and regular public schools,

it has been demonstrated that contingent teacher attention could be effective in increasing appropriate classroom behaviour in educable mentally retarded children (Harris et al., 1964; Zimmerman, Broden, Thomas, 1968). Similarly token reinforcement systems backed up by food, field trips, toys, money and grades were demonstrated to be effective in increasing academic behaviours of pupils in special education programmes (McKenzie et al., 1968).

In 1968, Mckenzie et al., conducted a study on a selected group of thirteen subjects (8 boys and 5 girls) from a junior high school in Kansas. Observation was made for 30 to 40 minutes per day, the class meeting for 5 periods per day. The subjects were observed on assigned study tasks which included reading, writing and participation in class discussions. The points system was used for obtaining higher study rates. They found that for most pupils, classroom privileges such as getting a drink and/or talking to another pupil for 5 minutes were more powerful than teacher attention alone for motivating desired behaviour. Therefore they conclude that both motivational and cognitive factors must be considered by teachers in dealing with children. The earlier better rapport is established between the teacher and the child, the lesser will be the poor performance. The study thus tended to confirm Zigler's (1962) earlier finding that all the children's motivation may not be towards the same end and that a meaningful

reward that is identified must be determined on an individual basis. The teacher should shape the child's behaviour towards maximum efforts by periodically changing the contingencies after the child has had experiences of success. It follows therefore that teachers should make a constant evaluation of the cu es they are providing for the children.

Achenback and Zigler (1968) opine that outer-directedness can be a means of providing success for the educable mentally retarded child on a specific task. If this is gradually faded out until cues inherent in the problem itself would remain, the child ultimately could depend on his own cognitive resources in the solution of problems and if the teacher assigns the tasks the child is capable of mastering, he would come to trust his own solutions.

Carlson and MacMullan (1970) found the practice of 'challenging the child's answers' used occasionally by teachers to be of great value in cultivating greater self confidence in him. Such a method enabled the child to see that he could depend upon his own solution and that depending on others could be misleading.

According to Maslow (1954), in the early stages of a remedial programme teachers should resort to almost anything to re-establish the child's feeling of self-worth. The use of prompting, as opposed to confirmation as a technique for

presenting tasks, maximises the chances of success. The use of rewards or tokens when necessary, in order to communicate success seems justified.

Grouping of Educable Mentally Retarded Children:

Peterson, R.F. et al., conducted two experiments regarding the grouping of children in the classroom for productive working. In the first experiment, 2 boys aged 8 and 6 years respectively were observed during study in a normal class setting. Both the boys showed undesirable behaviour in the class. They were rewarded or given reinforcement for approved or correct responses of behaviour during the study. The results of this study indicate that through the management of reinforcement contingencies a teacher can develop and maintain a high level of academic performance. In the second experiment 3 boys and 5 girls with an age range of 4 to 6 years were observed in a classroom set-up for 15 days observing for 10 to 25 minutes per session. This study indicates that through the use of contingency management techniques, it is possible to generate and maintain high frequency of study behaviour in a group varying from two to eight children. It was also inferred that the close proximity of the teacher is important for the steady performance of the desired behaviour.

Placement of the EMR:

Studies by Phelps (1956), Bolvioff (1956), Johnson(1957),

Smith and Peterson (1960) and Dinger (1961) on the post-school adjustment of former special class students have concluded that following completion of school, most of the individuals found employment in the unskilled, semi-skilled and service types of work. They married and established homes, purchased goods consistent with their standard of living and blended indistinguishably into the general society. The majority invested in insurance, maintained book accounts and negotiated loans adjustment. This study also provided valuable information concerning the importance of academic skills to vocational competence. An analysis of the skills required by the individual for these jobs revealed that the academic requirements for employment generally did not exceed those of the regular fourth grade curriculum, and many types of work required practically no academic curriculum.

CHAPTER III

METHODOLOGY

METHODOLOGY

The number of educational institutions catering to the needs of the educable mentally retarded population of our land is very meagre. Among these institutions scattered over a few States in India, those run by private agencies are generally of a higher calibre than those run by the government. For this reason it was felt that a private school is more likely to meet the desired standard than a government one. Hence a private educational institution was selected for the study.

The opportunity school of the Baldwin Girls' High School, Bangalore, catering to the needs of EMR children was selected for the evaluation study mainly for the following three reasons: (1) its relative proximity to Tirupati, (2) its good reputation in South India, and (3) its relatively long record of service. Also, there were no other schools at a closer distance satisfying these conditions.

The school being a small one and the study being an evaluation of one school, the total population of staff and students were taken as subjects for the study. After securing the necessary permission from the Principal of the school, the research worker contacted the school to establish rapport with the teachers and children. She spent altogether about two weeks in the school and made an on-the-spot study of the

various aspects of the school by direct observation and gathered information about the time-table and syllabii of the different groups. Further information was later gathered from the management, teachers and children through separate questionnaires administered ~~through~~ to each group after making a preliminary study on a comparable group.

Pre-testing:

Before administering the questionnaire, it was felt desirable to have a pre-test conducted. This was mainly done to assess the ability of the EMR children to respond to such a questionnaire. For this purpose, a preliminary study was carried out on the Opportunity class of the Balar Kalvi Nilayam, Madras. The chief purpose of this was to find out loopholes in the questionnaire and also to get the research worker acquainted with the method of study. During the study it became clear that the EMR children would not be able to fill up the questionnaire without the assistance of a teacher or the teacher surrogate. Hence the research worker gave individual attention in getting the questionnaires filled. In the light of the pre-test, necessary modifications were made to the questionnaire and these were used in the final study.

The size of the sample selected consisted totally of twenty four children and seven staff members. The post of the needlework teacher was yet to be filled.

Difficulties faced:

The research worker encountered a few difficulties as she began and proceeded with the study. A more detailed study was first pondered upon, but the time and distance factor made the research worker decide upon a general evaluative study. However much time energy and cost were incurred by the trips made to Bangalore and back. Time spent in getting the questionnaires filled exceeded the estimate set for the same because of the individual attention needed by each child.

Delimitations of the Study:

1. Only one school was selected for the study.
2. The study was not made over a continuous stretch of time.

CHAPTER IV

RESULTS AND DISCUSSION

CHAPTER IV

RESULTS AND DISCUSSION

HISTORY OF THE SCHOOL

Baldwin Girls High School was started in the year 1964 by Christian Missionaries. It is an English medium school which used to prepare the students for the Senior Cambridge Examination. Lately it has switched over to the Indian equivalent of the Senior Cambridge examintion. It aims at giving good 'all-round' education to the children and has good standing in Bangalore city.

As the school progressed, admissions increased and gradually the administrators became aware of the fact that there were a few children who were not able to keep pace with the rest of the class. They felt that it would be better to separate them from the mainstream and to allow them to proceed at their own pace. However, only in the year 1964, when Miss Johnson opened the first class for five 'slow learners' from the regular classes did the idea take definite shape. This class was at first conducted in the Baldwin's school. Thus it is seen that much in advance of the recommendation of the All India Conference on Mental Retardation of 1968 this school was already afoot.

In January, 1965 a few more new children were added to the group and so the total number of children rose to twelve.

The number of teachers then was two. In June 1965, the number of children further increased and more teachers were appointed. Boys also began to be included in the classes. Sewing was offered as a special subject for the girls while carpentry and typing sections were opened for the boys.

Finding it necessary to have a separate building for the 'slow-learners' a new building was erected for the special education section in 1967. At present this school is housed in a spacious, well-ventilated building. Extra-curricular activities like games and Boys' Scout were introduced in 1968. In the next year a workshop run by volunteers was also started and it continues to serve as a pre-vocational training centre even now.

The total strength of the school at present is 24 with 18 boys and 6 girls. The number of teachers currently working in the school is seven. Of them six are trained graduates of whom one is a part-time teacher for games and yoga, while the Engineer who is in-charge of the workshop is a part-time special teacher. All the teachers handling academic and/or special subjects have had special training to qualify them to teach the mentally retarded children.

Being a private school the fees paid by the children is one of the main sources of its income. Each child in the special school is charged at the rate of Rs.40/- per month. However, fee concession is given for deserving candidates.

Children from 6 years to 19 years are considered for admission depending upon their eligibility.

SPECIAL CLASS PLACEMENT

As per the study conducted by Eleabogen Cassidy Stanton and Thurstone mentioned in the review of literature although the EMR children are found to show lesser academic ability when placed in regular classes they found that the same children scored relatively high on social standing. After all, since the adjustment of the EMR children in the society in which they are placed is the ultimate objective of the education of the EMR children special education is justifiable for them.

It has been stated that the rate at which retarded youngsters learn is approximately one half for three quarters that of average children. Further the expected learning level of the retarded is roughly equivalent to their mental age. Thirdly, the thought processes (the ability to do inductive thinking, deductive thinking and evaluative thinking) of the retarded are probably markedly inferior to that of normal children. Hence the teacher is faced with having to make special provisions for concrete and repetitive presentations to the retarded. But it is quite likely that the other children in the regular class do not accept the retarded youngster's limitations very gracefully. Although there are

organizational systems which may be quite effective in providing a meaningful instructional programme for the retarded, there is no research on the efficacy of these approaches. Resource rooms, iterinerant teachers, remedial programmes, and partial integration are used by many school systems, but they do not seem to have been subjected to investigative scrutiny. This probably explains why special schools continue to be the most preferred form for the teaching of the EMR.

However, the placement of the EMR children within regular elementary and secondary schools provides opportunities for the give and take contacts between the normal and educable retarded children in those areas in which they are relatively equal in their abilities. Many educators have expressed the conviction that children with widely deviating abilities can be taught more effectively in terms of their total growth and development, in a regular classroom than in a special class. A number of studies however indicate rather conclusively that the EMR child is significantly isolated and often actively rejected in a regular classroom situation whether it be in a traditional programme where the educational experiences are correlated or taught in a meaningful way or are an outgrowth of the common experiences and needs of the group.

Special grouping on the other hand where EMR children are grouped with their peers provides educational experiences and instruction at their educational level and level of understanding.

The placement of a child in a special class for the EMR does not mean necessarily, that he is being segregated in the sense of social isolation or rejection. It merely means that the child is placed in an educational environment designed in terms of his peculiar needs and characteristics. These children still have much scope for social contacts of a causal and incidental nature which they will maintain in their out-of-school and post-school lives. This provides the EMR with the opportunity to success in his academic performance within the special class and at the same time gives scope for normal social development outside the class hours. The Baldwin Girls' School of which the special school under study forms a part provides the necessary peers from a normal population for the children under study. It even provides opportunity for integrated activities. However, it would have been better if the school could arrange to get a similar cooperation from a comparable boys' school, whereby the social needs of the boys of the school could also be met on a similar basis.

OBJECTIVES OF THE OPPORTUNITY SCHOOL

In the Baldwin School, there were a few children who repeated the same class a number of times until finally they are promoted on 'social' consideration. The school authorities felt it desirable to have a special grouping for them. Hence, the specific objective of the special school can be said to be

to bring the EMR children to their maximum academic level and to stimulate their minds to cultivate certain skills which would make them socially adaptive, economically self-sufficient and worthy citizens. In short, the school aims at preparing the EMR children to live what is for them the 'good life' happily.

Thus the programme stresses the development of social competence which refers to the ability of the individual to get along with his fellowmen, personnel adequacy, which refers to his ability to live with himself in some sort of equilibrium and occupational competence which refers to his ability to support himself partially or totally in some productive activity.

SCREENING AND GROUPING OF THE EMR CHILDREN

In order to identify the EMR children a good screening procedure is essential.

Children seeking admission into the Opportunity School are first referred to the Director of the School. The Director of the school interviews the parents of the child. The Director makes a note of her observations. The school being situated in Bangalore, is privileged to have the services of the All India Institute of Mental Health (AIIMH) in the screening procedure. After an interview by the Director, standard tests are administered by the AIIMH whereby the child's social development, mental age and IQ are assessed. These tests

include the Binet-Kamat Test, Séguin Form Board, Vineland Social Maturity Scale and at times Kuhlman's Test and Bender-Gestalt Test., The child is then taken into the school on probation for a short period. This gives the Director a chance to observe the child in the class during the period of probation and to refuse him admission if he is found to be unfit for the classroom situation. The order of importance given for admission of the children into the school is in the following priority: mental age, chronological age and intelligence quotient. The socio-economic status is not considered as a criterion for admission. Scholarships are provided for children from lower socio-economic group.

The use of intelligence tests has been accepted as a good diagnostic instrument for the selection of EMR children in advanced countries like the United States of America. Hence it can be said that the screening procedure used by the school is a valid one. However, it is desirable to gather information on the prenatal and postnatal histories of the child in greater detail and to include a medical report by a doctor. In addition to being informative to the school, this could also be of great help to those who wish to undertake research in this particular area.

The children are grouped into three sections based on their academic ability, chronological age and social development in the given order of reference. The three classes are Primary, Intermediate and Senior.

The primary class consists of the youngest group of children, their age ranging from 6 to 10 years. The Intermediate class consists of children from 11 to 13 years. The Senior class consists of the oldest group of children their ages ranging from 14 to 19 years.

Generally a child stays in a class for three years but the duration can be altered depending upon the individual need of the child.

SPECIAL CURRICULUM AND TEACHING METHODS

In order to realise the objectives of the school a special curricoulum is followed. The curriculum for the EMR children is a developmental one and lays emphasis on the skills that go to make a wholesome personality rather than on the purely academic subjects. The curriculum which is at first geared to develop independence in the child is life-centered and work-oriented.

The areas of study emphasised in the curriculum are Language and Social studies, Arithmetic, History and Geography Personal care and Hygiene and a few other subjects like Arts, Crafts, Workshop experience, and Recreational activities.

Primary class: The curriculum for the primary class is classified into three parts: 1. Primary group (for those with M.A. below 5); 2. Lower and upper primary group; 3. Highest group of primary.

Readiness activities is given greatest importance at the primary group level and include colour and form discriminating manual ability, language development, learning about nature and animals and learning to write.

At the lower and upper primary stage formal education begins and the child is expected to learn the alphabets (English) and numbers upto 100. They have a definite Text Book (Kitty and Rover) for English and a specific syllabus for Nature study. Art and craft (in the form of drawing, finger painting, and making small paper objects) also form a part of the course.

The highest group of primary section follows a little more advanced syllabus. Though language, number work, nature study and art work continues to be the core curriculum, it emphasises greater mastery in all the above mentioned areas.

The general objective in the primary class is to enable the children to learn appropriate behaviour to follow instructions, to listen, to explain their thoughts, to cooperate with others, to share and to build up vocabulary. Specific objectives include concept formation of quantitative and numerical relationships and building up of basic skills in reading, writing, spelling, language and arts. Simultaneously importance is given to the children's awareness of their family neighbourhood and nature. In the primary class special training is given in developing self-help skills. Less emphasis is placed

on the academic aspect of his education while social development gets greater emphasis. This curriculum of the primary class is in agreement with that recommended by Cruickshank. The curriculuar subjects are not taught in isolation but rather taught through the use of meaningful units and activities. In this way meaning is associated with the development of the skills and concepts.

In the Intermediate class also the core subjects continue in a slightly more advanced form. History, Geography and Social studies also are included, thus making the course 'fuller'.

The general objectives of the intermediate class is the same as that of the primary class. The specific objectives at this stage is to acquire a certain degree of academic skills such as reading, arithmetic, spelling writing and to have basic knowledge in science and social studies. Daily, fifty per cent of the total time is alloted for academic work of the former type and fifteen per cent for the latter which includes practical things of everyday life such as the family, occupations, community life and health. The rest of the day is given over to games, music, arts or crafts. The basis of this curriculum of the intermediate class is in accordance with the recommendation of Cruickshank. It is developed around two major areas of emphasis viz., improvement of general living skills and development of proficiency in the understanding and use of academic skills. The emphasis is about equally divided because

basic academic skill is vital for successful daily living.

At the level of the Senior class emphasis gets shifted from academic aspects of the core subjects to the development of skills for fuller living through the pursuit of the same. At this stage recreational activities and workshop experience also attains importance in the curriculum.

At this stage, special emphasis is placed on preparing the students for their adult role of workers and parents and to be a part of the community. Hence the objective of education at this stage is to inculcate a sense of group citizenship, personal adequacy and social awareness in the subjects. Fifty per cent of the time is alloted for fine arts, social sciences, physical and natural science. Thirty per cent of their time is taken for home-making and industrial arts. The remaining twenty per cent of the time is for art, music and physical education. Little pressure is placed on passing or failing but stress is laid on the acquisition of the basic skills for successful living. Personal problems are discussed in the class rooms if any youngster 'opens' up. The development of personal habits, ability to follow directions, completing work begun etc. are emphasised throughout.

Concept of colour is developed through the use of crayons painting and finger painting. Concept of form is developed through cutting figures of various shapes on various materials, such as paper, cloth and wood. Mamual dexterity is

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achieved in the children when care is taken to instruct through the use of careful demonstration and doing with continuous individual supervision and instruction as the skill is being acquired.

The inclusion of manual arts or skills programme for the general improvement of motor coordination, familiarity with tools and materials, and development of attitudes necessary to the continued performance of work of a serious nature is highly commendable. These sessions are bound to have a more meaning to the children because of their realistic nature. As such they tend to develop appropriate social skills of expression and communication. The use of multiple media further helps by development and mastery of greater manual skills.

The place of readiness activities in the development of a normal child is an accepted factor. Readiness activities enable the normal child to prepare himself for the academic life that lies ahead of him. Or, in other words it can be said to be a pre-requisite for learning the 3 Rs. The development of the various senses, acquisition of finer-muscle and eye-hand coordination, and concept formation are all embraced in the readiness programme. If the readiness programme plays a key role in the life of a normal child, its value for a retarded child cannot be over-emphasised. Due to his developmental lag, the EMR child requires a longer time at this pre-academic level. Just as in the case of readiness programme for a normal child, the crayon

drawing and brush and finger painting, cutting, drawing and pasting are the chief tools used for achieving the goal.

Social Experiences and Language:

Emphasis is placed on social development right through the school curriculum. Normal children 'pick up' appropriate social skills as they grow up but the retarded are incapable of doing it. So they have to be made to cultivate these skills. The school employs different methods for this purpose. It insists that the children greet people in the proper manner and are courteous to them when they meet. Further, the skills of 'sharing' and cooperation are encouraged to be developed. Honesty and obedience are also stressed. The children get plenty of opportunities to learn all these during the course of the regular programmes in handwork, games, and dramatization. Moreover, since all these activities are carried on under the direct supervision of the teacher, she makes it rewarding for them to do the 'right thing'. All educators of the EMR lay great stress on the cultivation of proper social skills as it is this, far more than the academic achievement - that help them to secure a job and hold on to it in their adult life.

Social experiences and skills are further emphasised through social studies. But unlike the social studies course of the regular school, the content of this course for the EMR aims at making the children aware of the community agencies

which play vital roles in the smooth running of the daily activities of the community. They are also given practical training in the use of the community facilities that are availabl Thus it is noticed that their practical course in social studies include 'use of telephones', learning to operate bank accounts, etc. Field trips also form a fundamental part of this course. All these go a long way to make them aware of the facilities available and how to use them.

It is noticed that the language curriculum also is aimed at reinforcing this 'social skills' programme. Language is fundamental to social interaction for human beings because verbal communication forms the basis for social interaction. Proper oral expression, legible and correct writing audible reading with proper intonation are all aspects of language which need to be acquired through practice. Butterfield(1962)records a case of an EMR adult who was not suspected to be a retardate because his language skill was on par with that of the normal adult. The school under scrutiny employs a variety of methods to help the EMR children acquire appropriate language skills. This include assigning reading of simple books like 'Old Dog John' in the primary class and more difficult ones like 'Careful Hans' in the higher classes; copy writing, listening exerices, use of rhyming words and many others of a similar nature. This practice being in agreement with sound educational principle m is sure to bring the desired result.

Arithmetic:

The EMR children are taken into the realms of arithmetic by starting with rote counting in the primary class. Next, they are also taught writing numbers upto 300, counting by 5's, 10's, adding and taking away in ones and tens. A sense of time is also infused in them, in the arithmetic class. They are taught to tell the hour by the clock, learn the days of the week, months of the year, read the calendar. They are also given an idea about how long a minute is, what can be done in a second, how long does it take to have lunch etc. The complexity of the imparted knowledge increases as the child progresses from the primary to the senior class. Plenty of exercises in addition and substraction in 10's and 100's, learning the tables of 2, 3, 4 and its practical application are given. The concept of time also is inculcated in the children through multifarious means.

In the senior class attention is mainly concentrated on problems in money such as simple and compound interests, fractions used in common situations, banking, decimals as they relate to money and handling of measurements. Since the metric and British systems are still in use the children are expected to measure in both inches and centimeters. Geometry also enters the field in the form of simple space work, drawing of parallel lines, triangles, and setting up of squares and circles

of specific dimensions, figuring the area; drawing to scale, calculating the area of a given space etc. which are important in the workshops later on.

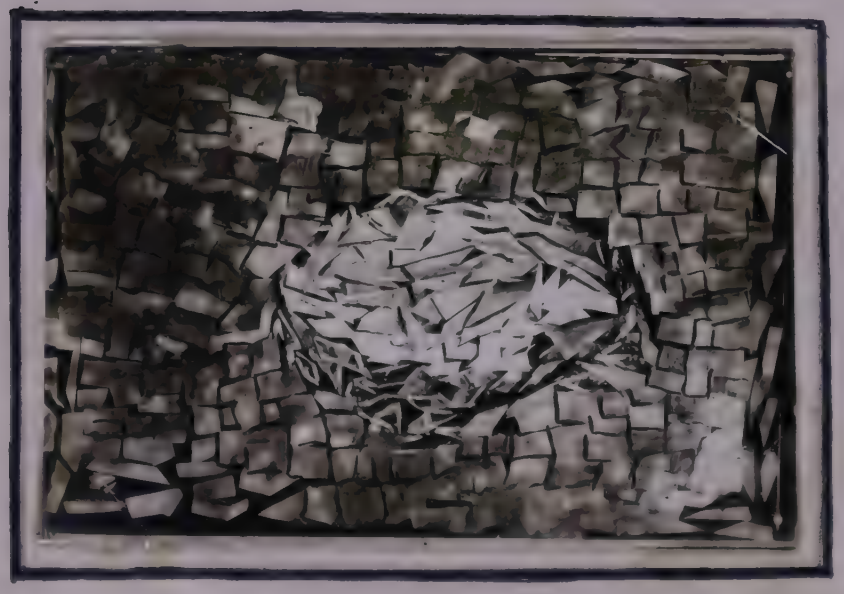
The arithmetical skills and basic quantitative concepts are also of fundamental importance in independent learning, and are of social and economic importance, since these concepts and skills are used continuously in everyday activities.

History and Geography:

Beginning with stories of great heroes of India and the West, the various historical periods such as the Buddhist and Medieval periods are taught to the children. No one specific text book is adhered to for this. In Geography, in addition to the prescribed geography text books of V & VI standards, maps pictures, charts, movies or slides, are all used as aids to teaching about the land forms of the different parts. Collections of stamps, coins etc. by the children are encouraged by the teachers.

Nature study begins in the lower classes with animals, ~~animals~~ their habitat and ways of living and weather talk; in the higher classes science is taught. In the intermediate class work books are used. The science books used are 'Primary Science Book' (Book I, II and III) and 'Do and Learn Book' (Book II).

Some Specimens Of The Children's Handwork



Personal Care and Hygiene:

Much emphasis is also placed on health, cleanliness and safety of the children in the school programme with more importance given to the same in the primary class. A proper balance of rest and activity are planned in terms of class activities self-help skills such as toileting, combing hair, brushing teeth and using handkerchief, tying shoe-laces, buttoning, grooming eating, drinking, unbuttoning clothes.

It is a truism that one cares for oneself in the measure one cares for ones social relationships. Self-care, however, is such an all-pervading need that it can, with difficulty he segregated from the other social studies. It accompanies them all with varying degrees of intensity.

Other Subjects:

In addition, drawing, arts/crafts, hand-work, music, scripture, workshop (carpentry for boys and needlework for girls) are also included in the day's time-table. This provid for a variety from the academic learning which gets greater stress. The primary class children seem to like picture-talk best because it is a colourful, attractive form of learning. Arithmetic and yoga are preferred by intermediate class children while arithmetic and general science are liked most by the senior class children. The complexity of learning is seen to increase as the class advances.

SOME SPECIMENS OF THE CHILDREN'S HANDWORK (contd.).

Thus it is seen that the central core or units are selected on the basis of the development and physical and social needs of the children.

The vocational skills are given importance in the intermediate and senior levels. Typing, shorthand and carpentry are offered to the boys. Needlework (sewing and embroidery) is offered to the girls. These classes serve as training grounds for the EMR children for future job-placement.

Recreational activities such as cricket, badminton and foot-ball are offered for boys while races, drill and tracks sports are there for the girls. Indoor games such as Chinese Checkers and scrabbles are played. These enable the development of concentration power as well.

Thus the curriculum for the EMR children is found to be developmental in nature, proceeding from the simple to the complex in a hierarchial style at the specific readiness and experimental levels of each child. Since the EMR children are characteristically 'slow' in learning a margin of three years is allocated for mastering the curriculum assigned for a particular class. Use of concrete models and repetition enables the children to comprehend the subject matter without much difficulty. It is well known that EMR children cannot think abstractly. Therefore, complex ideas are simplified and presented in concrete forms. Engel and McIntyre (1971)

recommend that, for the EMR children who have difficulty with abstract concepts, the materials should be made concrete beautiful and as real as possible for them. It is observed that the school under study spares no trouble in presenting abstract ideas to in concrete forms.

Encouragement from the teacher is of great importance to the EMR child as confirmed by the studies by Mckenzie (1968). The teachers in the special school under study are also found to encourage better performance by challenging the child's capabilities. Improvement is obtained by the teachers making the child 'repeat' the action until he is thorough. Such procedure has been found to help the EMR to become more and more self-reliant.

The teachers have reported that they employ the play-way method to teach arithmetic, number-work and English while the project method is used to teach natural science, social studies, history, geography and other subjects. The attraction of the play-way method is that the children enjoy the play and at the same time acquire the knowledge incidentally. Since the experience is a pleasurable one, they are not likely to feel the learning process to be a cumbersome one. Further, the play-way method offers much scope for alteration of the play-way thereby giving much more room for repetition which also is vital for the EMR. This method is highly commendable. The

children's responses also indicate that they themselves prefer this method particularly for subjects like arithmetic and English. According to Kolestoe, the EMR functions at the "concrete operational" level and as such project method has an important place in their teaching. The teachers were found to employ a large variety of means to make the lessons interesting. These include use of ready-made exercises. They further try to inculcate the habit of using the library for further reading on the various topics. From the responses of the children it is seen that only few of the children of the primary and intermediate level use the library for reading purposes. The children of the primary class like to see pictures. Ninety per cent of those in the senior class make use of it for reading (Fig.1).

The teaching aids used for the education of the EMR children should take into account the fact that these children are mentally handicapped and need more ways and means of conveying ideas to them in a simple and clear manner. As per the study of Williams et al., (1968) good retention resulted when good teaching aids were used. The teaching aids used in the opportunity school are quite efficient and varied. These 'aids', as the word implies, help the EMR children to learn to make use of their limited capacity efficiently.

Improvement is achieved through the careful selection and use of contingency techniques by the teacher. Constant

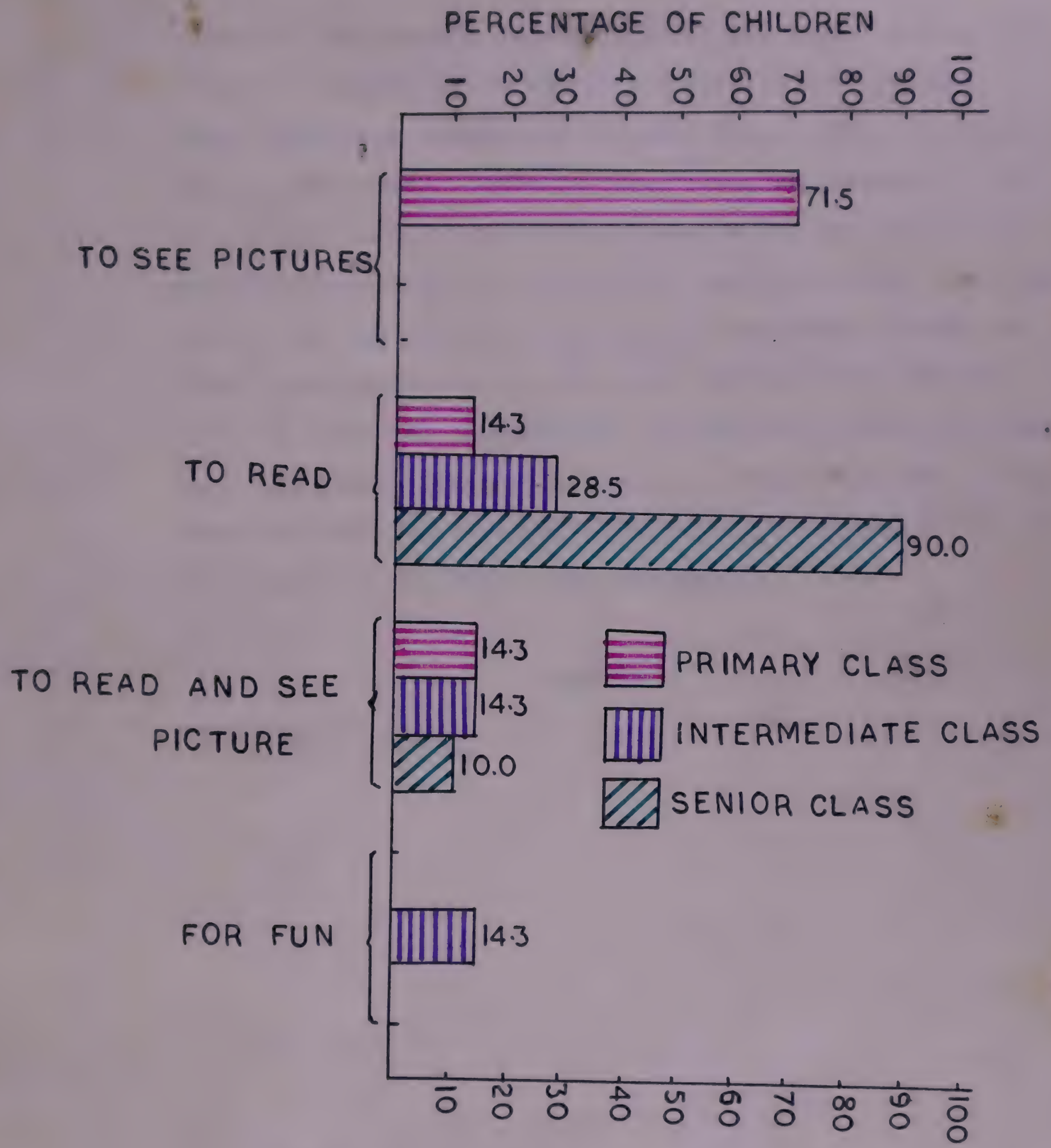


FIG 1 PERCENTAGE OF CHILDREN

GRAPH SHOWING THE CHILDREN'S REASONS FOR LIKING THE LIBRARY

review of the subjects is done. Maria Egg (1964) opines that extensive practice is an absolute necessity with the EMR. Hence repetition is resorted to until the children are thorough with the necessary. Even in later life, the retarded person will achieve best in situations where he has had continuous practice whether it be a manual or a mental process. Egg also opines that the retarded child repeats something because he likes it or because he is made to do so and not so much in order to learn it. Improvement is effected through encouragement and reward from the teacher. A majority of the primary class children reported that they prefer the verbal praise of the teacher to any other type of reward.

Table 1.

TABLE 1: THE TYPES OF REWARD PREFERRED BY THE CHILDREN AND THOSE PREFERRED BY THE TEACHERS FOR THE CHILDREN:

Class	No of teachers	No of children	'Good' from teacher				Gold Star				Marks				Pictures				Points				Present to show others			
			Teachers		Children		Teachers		Children		Teachers		Children		Teachers		Children		Teachers		Children		Teachers		Children	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	3	7	3	100.0	7	100.0	-	-	-	-	-	-	-	-	-	-	1	14.3	-	-	-	-	-	-	-	-
Intermediate	5	7	3	60.0	2	28.5	1	20.0	4	57.2	2	40.0	5	71.5	-	-	-	-	-	-	1	14.3	-	-	-	-
Senior	5	10	3	60.0	10	100.0	1	20.0	7	70.0	4	80.0	7	70.0	-	-	7	70.0	2	40.0	10	100.0	-	-	7	70.

Coefficient of correlation between types of rewards preferred by the children and those preferred by the teachers for the children:

$$r = \frac{\Sigma xy. - n.\bar{x}\bar{y}}{n.\sigma_x.\sigma_y.}$$

$$r = \frac{3.28 - 12 \times 0.35 \times 0.64}{12 \times 0.3278 \times 0.3006} = \frac{0.590}{1.1820.} = 0.5$$

The 't' test of significance was done using the formula:

$$t = \frac{r}{\sqrt{1-r^2}} \cdot \sqrt{n-2}.$$

$$t = \frac{0.5}{\sqrt{0.75}} \times \sqrt{10} = 1.3372.$$

te at 5% for 10 d.f. is 2.228

't' test value = $1.3372 < 2.228$.

This is in accordance with the results of the studies of Harris et al., 1964; Zimmerman et al., 1968, Contingent teacher attention could be effective in increasing appropriate classroom behaviour. Extra time to perform the activity most liked or giving the privilege of being 'manitor' for a week are yet other means used for effective improvement in performance by the teacher. The study of Mckenzie et al., (1968) have found that token reinforcement systems brought increasing academic behaviours. A majority of the intermediate class children prefer 'marks' to any other type of reward. The senior class children are found to prefer points to all other forms of reward. This is in accordance with Mckenzie's(1968) study in which points systems was used for obtaining higher study rates. Mckenzie's (1968) study has revealed that a sense of satisfaction shown by the teacher would go a long way to encouraging the children to perform better. The preference shown by the children of the intermediate and senior classes to 'marks' and 'points' respectively seems to reflect the same idea. The higher the marks (or points) naturally the greater the satisfaction indicated by the teacher. Hence the children consider this to be a sure yardstick to measure the teachers satisfaction (or dissatisfaction) of their work. It further shows that the older EMR children prefer specific marking system to vague or general remarks. It would be worthwhile for all teachers of the EMR to bear this in mind. A majority of the teachers (%)

encourage healthy competition among the children to improve their performance. They all felt that this also is an effective method.

More questions and answers than notes, more actual objects, making games out of teaching or reviewing and push reading for basic skills could be recommended for better academic performance.

TESTS AND PROMOTION OF THE EMR CHILDREN

The EMR children's promotion is not one of much concern to the teachers because most of the teachers agree on the fact that due to individual differences in the abilities of the EMR children their power to learn differs in degree and intensity. The staff and management are less concerned about the speed of learning as about what and how it is learnt.

Oral tests and written tests are administered to the children both weekly and terminally. These are evaluated partly on the basis of effort made and partly on the correctness of performance. This system is reported to be working moderately effectively. The senior class children seem to have a more positive attitude to tests than the lower class children. This may be because of the sense of value placed on tests and the greater desire expressed by the older children to know where they stand.

VOCATIONAL TRAINING AND FOLLOW-UP

The effectiveness of the school programme can be assessed only by following up the children who have left its portals. Since the special private schools for the EMR caters to a comparatively smaller group and since the attention given to the children in the school is of an individualised nature, the follow-up programme is possible. Such a programme in addition to checking their and self-sufficiency, would also help the school trace out the unemployed and see to their job-placement as well as to effect changes in the training programme offered by the school. At present the school does not maintain any follow up record. But it does keep track of the children who have passed out from there and has also helped many of them who completed their senior class to find employment. Vocational training is provided by the Mádras Vocational Training Centre for girls and at the Navajyothi Trust Institute for boys. However, pre-vocational training is provided in order to cater to the needs of younger students who need to be in school and getting such studies as they are capable.

This pre-vocational training course offers them an opportunity to find out the vocation of their interest and to give the preliminary training required. The school works in close cooperation with the vocational training centres mentioned and hence it makes it easy for those who complete their study at the opportunity section of the Baldwin School to secure

admissions there. Vocational training courses as a part of the special school for EMR has many advantages. But a vocational training centre away from the school is also commendable because it gives the children a chance to start exercising their independence to a greater extent at an earlier age.

TEACHERS OF THE EMR CHILDREN

A well-planned curriculum remains as such on paper until the teacher translates it into action. Hence much depends on the teachers in realising the objectives. It has been recommended that the teachers of exceptional children must have special training to make them effective teachers of the exceptional children. In the case of the teachers of the EMR the training should include the physical, intellectual, social and psychological characteristics of the EMR together with the training necessary to meet these needs. This therefore involve a greater amount of training for the teachers and consequently they should receive higher remuneration. The present study has revealed that the management of the school under scrutiny insists on recruiting teachers with suitable qualification - temperamentally and academically. The teachers expressed satisfaction with their working. When they find it difficult to get such teachers they select those who are temperamentally fit for the job and give them in-service training. This seems to be a very good practice because often it is not possible to find suitable

candidates fulfilling all the conditions and it is certainly more feasible to give training in the academic field rather than in the temperamental area. Patience, understanding, love and concern for the children and dedication to the work are the essential pre-requisites for the teachers of the EMR and even the best of the teachers have admitted (as per the findings of the present study) that these are qualities that are extremely difficult to acquire. However, the management is satisfied that the teachers that it has employed, do have all the qualities recommended by Barr (1958) for teachers of the EMR. Whenever it is found necessary, the school refers such teachers to the Bangalore Child Guidance Centre which offers a course in the teaching of the EMR. This is possible because the school itself is situated in Bangalore. Further the teachers are sent on deputation to attend orientation courses in the teaching techniques for handling the mentally handicapped children and conferences such as the All India Conference on Mental Retardatio They also participate in Seminars on Mental retardation.

The teachers are encouraged to attend these conferences seminars, workshops, lectures, etc. to enable them to keep abreast of the latest developments and teaching-techntques in this special field.

All the teachers expressed satisfaction with the working conditions of the school. The teachers help in the planning of

the time-tables, the choice of text-books, apparatus required and in the planning of excursions and funfares.

PARENT-TEACHER MEETINGS

Parent-teacher meetings are held every month to discuss the progress and problems in general. Lectures or films dealing with these problems are also arranged. Individual counselling for parents is also found necessary in some cases. Teachers with special training act as liaison between the parents of the EMR children and the school. Home-visiting by the teacher also plays a very important part in the child's progress. This gives the teacher a deeper insight into the child and helps to understand him better. They thus get a view of the social background, economic status and family relationships which influence the child. This helps the teacher in planning her work in the school. The close contact maintained between the school and home enables the parents to better accept the children and make their life fuller. The interest taken by the school in reaching to the parents at home is highly commendable The ultimate benefit of the programme of the school for each child can be fully realised only through parents' cooperation. Hence the importance of parent-teacher cooperation.

INTEGRATED ACTIVITIES

The EMR children should be encouraged to participate with normal children in those activities which would be of value to

them. These activities should be of such a nature that the normal and retarded children have approximately equal skills and abilities. The integrated activities provided by the school under consideration are arts/crafts, music, sports, dramas and excursions. These activities help the children to feel part and parcel of the Baldwin's School. The purpose of placing special classes for the EMR children within the structure of the regular school is to provide the EMR children with as normal an environment as possible. These integrated experiences are supplemental to the programme of the special classes, not a replacement for them. It is gathered from the responses of the EMR children regarding the integrated activities that they prefer these sessions to similar sessions with their own classmates. It is most likely that these sessions give them a feeling of 'being like anyone else of their chronological age' which explains why they like them so much. An allowance of three years in one class is given. This three year period apart from giving a good deal of time to cover the curriculum of the class also does away with the need to follow the system of promotion and detention of the regular school. This system indirectly helps the children to experience more success than failures. Zigler (1968) has found that the retarded children who experience failures tend to avoid failures rather than aim at achieving success. Hence it can be said that the school by its system of promotion, helps to enculcate the

desire to succeed rather than to avoid failures. This attitude itself plays a vital role in shaping their attitude to work situations in their future.

RECORDS AND THEIR MAINTENANCE

The school maintains cumulative records of each child. These records include reports of activities, educational record, of AIIMH reports together with the interview schedule, copies of correspondence with parents. These records are filed and kept in the office of the Director. Only the Director and the teachers have access to these files. These records are referred to for giving personal and vocational guidance and advice to the children as well as to their parents. The procedure used for the collection and maintenance of records was found to be systematic and methodical. But the records were found to be skewed towards the academic performance of the children. It would be desirable to lay greater stress on the social development of the children. Further, a periodical assessment of the mental abilities of the children could be made and the records maintained. Reports of home visits by teachers as well as occasional anecdotal reports could also be included in the comulative records. The school would be doing a great service to the EMR children by making these records available for research work on EMR children.

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INSTRUCTIONAL AND RECREATIONAL MATERIALS

The school provides a variety of instructional and recreational materials to the children of each class. Of these the children of the primary class indicated a preference to building blocks, balls, flash cards and toy vehicles, while the children of the intermediate class were found to prefer mechano and electrical sets, puzzles, blocks, moving toys and books. The preferences of the children of the senior class were books, carpentry tools and games articles. Thus it is observed that by the time the children reach the senior class level, their interest becomes more mature. The instructional and recreational materials provided by the school were found to be quite adequate for the number of children enrolled. These materials were of a good quality and were attractive and colourful. But they were mostly obtained from U.S.A. although there were a few Indian make ones also. Therefore the children are not likely to come across. Similar materials outside the school. Provision of more indigenous materials would have overcome this drawback.

FINANCE

The dearth of special schools for exceptional children in India is mainly due to financial stringencies. Most institutions for mentally retarded children, as has already been stated are run by private agencies but unlike many other such

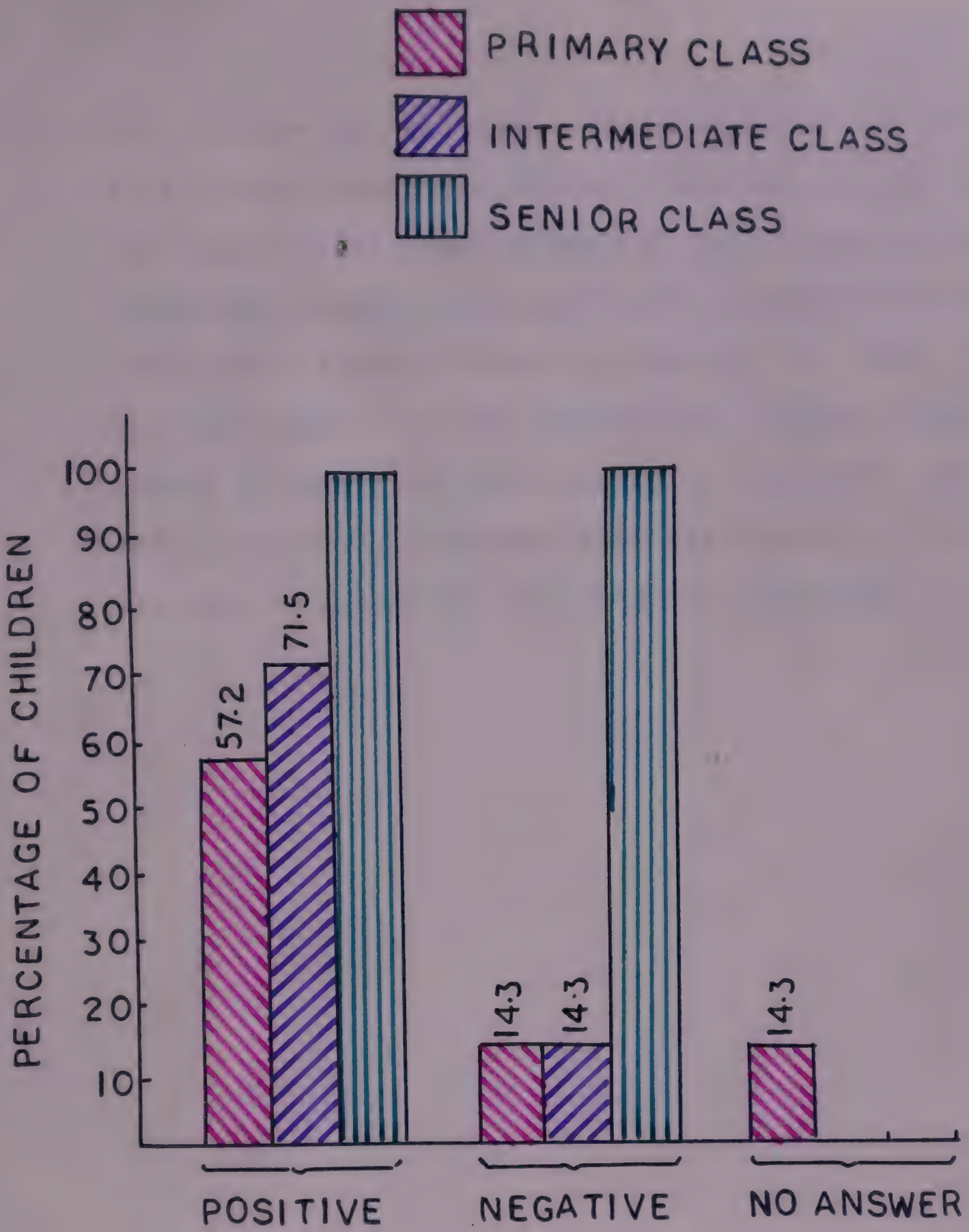
FIG. NO. 2

schools, the opportunity section of Baldwin's School is found to be in a privileged position in that it is receiving abundant financial aid from well-wishers in foreign countries. This together with the fees collected enables them to meet the recurring expenditure of the school. Occasionally fund raising drives in the form of exhibitions, sales are organised both for collecting funds as well as to arouse public interest in the school in particular and mentally retarded children in general. Since the school does not succumb to external pressure for expansion, the management is taking particular care to see that the good standard established is maintained. Hence the present financial position does not permit them to venture on expansion programmes.

CHILDRENS ATTITUDE TOWARD SCHOOLING

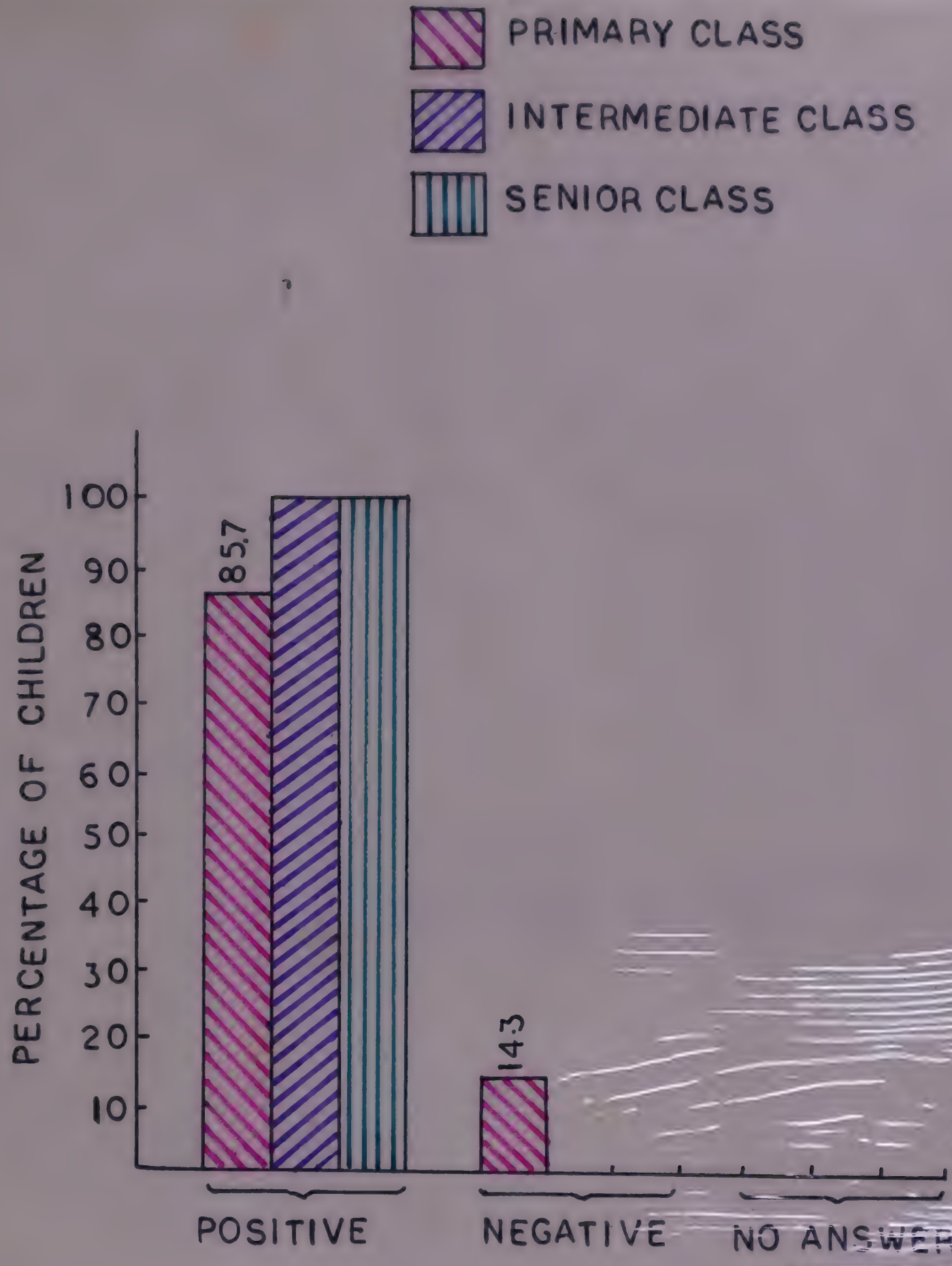
From the questionnaire administered to the children it is found that 57.2%, 71.5% and 100% of the children of the Primary, Intermediate and Senior classes, respectively liked to stay at home, while 14.3%, 14.3% and 100% of the correspondin groups (Fig.2) indicated a negative attitude to staying at home. The apparent contradiction in the case of the children of the Senior class is clarified in Figure 2, where they have indicated a positive attitude toward going to school. It seems to indicate that while the children like to stay at home they al like to attend school. Or, in other words none of them like to

FIG. NO 2



GRAPH SHOWING THE CHILDREN'S ATTITUDE TO STAYING AT HOME

stay at home all the time. It is seen further that 85.7% of the children of the Primary class and all the children of the Intermediate class (Figure 3) have a positive attitude to schooling, though 57.2% and 71.5% respectively of them have indicated a liking to stay at home all the time. But except for the 14.3% of the children of the Primary class, none others in that class have indicated a negative attitude towards going to school; this indicates that the majority of the children are able to appreciate the need for schooling.



GRAPH SHOWING THE CHILDREN'S ATTITUDE TO COMING TO SCHOOL

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

CHAPTER V

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SUMMARY

The present study is an evaluation of a schoolfor the EMR children. The school selected was the Opportunity School of the Baldwin's school, Bangalore. This study was taken up with the objective of finding out the educational provisions made for them and to make a general evaluation of the school in terms of the screening procedure, the curriculum, methods of teaching, instructional and recreational materials provided and the records maintained by the school.

With the permission of the Principal of the Baldwin's school, the Director of the school was contacted and then the study conducted. The entire school population was selected for the study. Questionnaires were prepared and administered to the management, seven staff and twenty four children - ten in the Senior class, seven in the Intermediate class and seven in the Primary class. Since it was an evaluation, the case study approach was used.

The results obtained were of a descriptive nature. Where necessary the 't' test was administered to find the significance of correlation.

CONCLUSIONS

The following conclusions have been drawn from the evaluative study made on the Opportunity School, Baldwin's school, Bangalore.

1. The school provides a special curriculum for the EMR children based on their mental ability. It is simple in nature and developmental in sequence. This curriculum is administered in three levels, commensurate with the intellectual capacity and level of development of the children.

2. The school employs a variety of multi-dimensional methods of approach in teaching which involve the stimulation of the various sense organs.

3. Wherever necessary, attempt is made to present the subject matter in 'concrete' forms.

4. The development of social skills is emphasized and the curriculum in social study and language is geared to this need. Courses in Geography, History and nature study are included in the curriculum to make the children acquire the basic knowledge in these subjects.

5. Life-centred activities form an important part of the curriculum and aims at providing the skills necessary for fulfilling their adult roles.

6. The school is observed to employ appropriately qualified and trained teachers.

7. The management is happy with the working conditions of the school. However, it was felt that the school needed improvement. As per the opinions expressed by the teachers the salary and working conditions of the teachers is found to be satisfactory. Teachers are found to have ample freedom in the choice of teaching methods and in teaching regarding 'what to teach', and 'how to teach'.

8. The large majority of the children of all the classes have a positive attitude towards the school.

9. The school is found to work with the close cooperation with the parents.

10. The school provides pre-vocational training facilities and helps the EMR children to get vocational training after schooling.

11. The financial position of the school was on a sound basis.

12. The management, on the whole, had no major complaint regarding the working of the school, though they felt that the use of more indigenous instructional and recreational materials would be desirable.

On the whole, the school can be rated as a good school for EMR children.

The dedication to work as exhibited by the management

and teachers of the Opportunity section of the Baldwin's school is highly commendable. This, together with the teaching methods and well planned curriculum enables the school to realise its objectives to a very great extent.

There is an urgent need to have more schools of such nature, started in other parts of the country, for the education of the EMR children.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. A comparative study of the teacher's attitude toward the normal children and EMR children of the same mental age levels.
2. A comparative study of the curricula developed by two special schools.
3. Periodical assessment of the academic and social advancement made by a group of EMR children of comparable age and mental ability, during a specified period of not less than six months duration.
4. A comparative study of a special schools run by the Government with that of one run by a private agency.

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APPENDICES

APPENDIX

A. QUESTIONNAIRE FOR THE CHILDREN

1. What is your name?
2. How old are you?
3. In which class are you studying?
4. Are you a boy or a girl?
5. Tick under the word 'yes' if the sentence is true. Tick under the word 'No' if the sentence is not true.

	Yes	No
I like to go to school	..	
I can learn a lot in school	..	
I can play a lot in school	..	
I have many friends in school	..	
I like my classmates	..	
I have no friends in school	..	
I do not like my classmates	..	
I have too much work in school	..	
I cannot play much in school	..	
I always like to stay at home	..	

6. What subjects do you have in school?
List them down below. Then, number according to your preference. For example, suppose you like 'Yoga' better than all other subjects, put the number '1' in the block opposite 'yoga'.

Then write '2' in the block opposite the subject you like second best and so on till you reach the last item. Then tick under the word 'individually' if you like to study the particular subject by yourself. Tick under the words "in a group" written against the particular subject, if you like to study the subject in a group.

Subjects	Number according to preference	Individually	In a group
Arithmetic			
Reading			
Alphabet writing			
Handwork			
Poetry			
Picture talk			
Phonic sounds			

Subjects	Number according to preference	Individually	In a group
Story telling			
Art			
Dramatization			
Social Study			
Number Work			
Nature Study			
Games			
Yoga			
Learning to be independent			

7. Do you like the library? Yes - No

   Why?

8. Do you like going from school for picnics or excursions? Yes - No

   Why?

9. Do you like tests? Yes - No

   Why?

10. Do you like examinations? Yes - No

    Why?

11. Tick what you would like to get if you do well in tests and examinations.

	Tick here
'Good' from your teacher	..
Marks	..
Points	..
Pictures	..
Stars	..
Extra time to do the work you like most in school	..
Some present that you can show to others	..
Any others (write what it is).	

12. Do you get punished sometimes? Yes - No

    How?

13. Do you join in activities with the children in the Baldwin Girls' School? Yes - No

14. Mention the activity and how often you have ~~them~~ them.

Activity	Daily	Once in 2 days	Twice a week	Any other (mention)

15. To what extent do you like these combined activities? Tick correct answer.

Tick here	
	Do not like it
	Do not mind it
	Like it better than having the activities with my own classmates.
	Like it less than having the activities with my own classmates.

16. Do you like the play materials given in the school?

Yes - No

17. Which of them do you like most?

18. Why?

B. QUESTIONNAIRE FOR THE TEACHERS

A:

1. What is your qualification?
2. Did you have special training for educating retarded children? Yes - No
3. Do you have experience in teaching in a normal school? Yes-No

   How long have you been teaching in this school?
4. What are the subjects you teach for the following classes:

Class	Subjects
Primary	
Intermediate	
Senior	

5. Why, in your opinion, is it necessary to have a special school for educable mentally retarded children?
6. Is your time-table strictly adhered to? Yes - No
7. Does each class have a specific syllabus? Yes - No
8. Are the teachers expected to complete it within the academic year? Yes - No
9. Do you complete it every year? Yes - No
10. If not, are you concerned about it? Yes - No
11. Why?
12. Is it brought to your notice to remedy? Yes - No
13. Mention the activities you teach the child individually and/or in a group.

    Specify the class.

Approach	Subjects	Class
Individual		
Group		
Both		

14. What are the methods you employ in teaching your children? Mention the classes and subjects you take against the appropriate method.

Method	Subjects	Class
Montessori		
Play-way		
Project		
Progressive		

15. What are the teaching aids you use for teaching? Mention the subjects and also class.

Teaching aid	Subject	Class

16. What are the methods you use to evaluate your children's learning? Mention the frequency of use, class and subject also.

Method of evaluation	Subject	Class	Frequency of use

17. On what basis do you evaluate this? Tick appropriate answer.

    Correctness of performance.
    Effort made
    Any other (specify)

18. How effective are these methods? Tick appropriate answer.

    Moderately effective
    Very effective
    Not at all effective

19. What method do you use to improve the children's learning skill? Mention the subject, class and frequency of usage of the methods.

Method used for improvement	Subject	Class	Frequency of use

20. Is it the same for all? Yes - No

21. Why?

22. How do the children react to these methods for improvement? Tick appropriate answer.

    Like it
    Do not like it
    Any other (specify)

23. In order to get better performance what do you do? Tick appropriate answer.

    Not give the expected reward
    Punish the child
    Punish and give better reward next time
    Any other (specify)

B:

1. What in your opinion are the qualities that a teacher of the mentally retarded children should possess?

2 .In your opinion which of the above are the most difficult to achieve.

3. What type of evaluation would you recommend for use with the mentally retarded children?

Method	Subject	Class	Frequency of use

4. What method would you recommend for improvement in learning?

Method	Subject	Class	Frequency of use

5. Do you find the materials provided for your children's education satisfactory? Yes - No

6. If not, could you make suggestions for improvement.

7. What are the principles you would have in mind in planning integrated activities for the mentally retarded children with the normal children? Mention the integrated activity recommended.

Principles

Integrated activities

8. What is your opinion regarding the salary scale of teachers of mentally retarded children?

9. Are you satisfied with the working conditions here? Yes - No

10. If not, which are the areas in which you would recommend any improvement?

11. What part do you play in the planning of the school programme?

C. QUESTIONNAIRE FOR THE MANAGEMENT

1. When was the school established?
2. What are the objectives of school?
3. How do you define the term 'educable mental retardates'?
4. What are the classes that are there in your school?
5. What is the strength of each class?
6. Please specify the number of staff you have under the following categories and their salary scale.

Category	Number	Salary scale per month
Administrators		
Teaching staff		
Medical staff		
Clerical staff		
Any other (specify)		

7. What is the prescribed qualification for the teachers in your school?
8. Are you able to get teachers with the prescribed qualifications?
9. If not, how do you manage to get them trained?
10. How many children are there in your school?
11. Do you have: One teacher for every subject .. Yes - No
    One teacher for every class .. Yes - No
12. What is the screening procedure used:
13. Has it undergone any change since the beginning? Yes - No
14. If 'Yes', mention the change(s).
15. Why were these changes made?
16. Specify the order of importance given to the following while admitting children in the school (March '1' for that which has greatest importance; '2' for the second greatest and so on):
    1. Chronological age
    2. Mental age
    3. IQ
    4. Developmental quotient
    5. Socio-economic status
17. Is the admission procedure satisfactory to the management? Yes - No
18. If not, could you suggest ways of improvement.

38. Are you satisfied with the educational materials you provide for your children? Yes - No

39. If not, what are your suggestions for improvement.

40. What is the approximate expenditure incurred on your school?

41. Is it within the planned budget?

42. What are the major items of expenditure for an academic year?

43. What are the types of records that are maintained by your school?

44. Does your school provide transporatation? Yes - No

45. If so specify type of transportation.

46. Do you maintain a follow-up record of each child who passes out of your school. Yes - No

47. Does the school provide vocational training to the children. Yes - No

48. If 'Yes' when?

49. What is its duration?

50. Where do they get the training?

51. Would you recommend an attached sheltered work-shop for your school? Yes - No

52. Give reasons for the same.

53. What in your opinion is the ideal teacher-pupil ratio for a special education class?

54. How many resident children do you have in your school?

55. Is the number limited? Yes - No

56. Why?

57. Do you recommend residential schools to day-school? Yes-No

58. Why?

59. Do you feel that your school satisfies its objectives? Yes-No

60. Please give suggestions for improvement.

19. What is the basis used for grouping the children into the various classes? (Take as per order of importance writing '1' for that which is of greatest importance; '2' for that which is of second greatest importance and so on):

    1. Mental age
    2. IQ
    3. Creative ability
    4. Body physique

20. Is the grouping rigidly adhered to or is it flexible?

21. Please indicate the course content and the time allocation for the different classes.

22. Are all the children in your school promoted every year? Yes - No

23. If not why not?

24. On what basis are the children promoted?

25. What is the period for which the child is kept in the school, over and above the normal length of time.

26. What is your school programme?

27. What are the activities in which your children participate with the normal children during the academic year:

Activities	Frequency

28. Do you suggest that the girls be separated from the boys at a particular age for the various activities? Yes - No

29. Why?

30. Mention the age at which you would recommend separation for these activities.

31. Mention the activities in which both boys and girls could mix and the activities you would recommend for children of one sex alone.

Activities for boys and girls	Activities for boys	Activities for girls

32. Please indicate the number of dropouts from your school.

33. What were the reasons for the same?

34. During the academic year, how often do you hold meetings with:

    1. The staff of your school
    2. The parents of your school children.

35. How is your school financed?

36. Is it sufficiently financed? Yes - No

37. If not, what are your suggestions for the same.

APPENDIX II A

OPPORTUNITY SECTION - Time-table for Primary Class

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Forenoon	Devotions	Games	Devotions	Games	Devotions
	Picture talk	Simple Arithmetic	Reading readiness	Nature study	Picture talk (use Dominies)
	Number work	Poetry	Number work	Picture talk	Reading English (words)
	Alphabet & Handwriting	Picture talk	Social studies	Number work	Number work
	Social Studies	Sounds	Alphabet & Handwriting	Phonic sounds	Poetry & rhymes
	Music	Clay work	Nature studies	Art Work	Cutting and pasting(pictures)
			LUNCH BREAK		
Afternoon	Library time	Story telling	Dramatization	Reading (simple sentences)	Handwriting
	Handwork	Painting	Art(primary)	Singing games	Learn to tie (shoe knot)
	Art	Games	Art	Story telling	Yoga

APPENDIX II B

OPPORTUNITY SECTION - Time-table for Intermediate class

Days	9.30-10 am	10-10.30a.m.	10.30-11 am	11-11.20 a.m. Break	11.20-12 noon	12-12.30 pm	12.30 - 1.15 Lunch	1.15-2 pm	2-2.30 pm	2.30-3.30 pm
MONDAY	Arithmetic	Reading	Writing		Geography	Music		Science	Spelling & Poetry	Art
TUESDAY	Arithmetic	Reading	English grammar		Geography	Eng.Text		Science	Craft	Games
WEDNESDAY	Arithmetic	Reading	Art		History	Choral work		Social study	Spelling and space work	Art
THURSDAY	Arithmetic	Reading	English grammar		History	Eng.Text		Social study	Scripture and writing	Art
FRIDAY	Arithmetic	Reading	Library		Hindi	Music		Cooking	Yoga	**

** Note: 2nd and 4th Friday - Cooking

1st and 3rd Friday - Art, Craft or Drama.

APPENDIX II C

OPPORTUNITY SECTION - Time-table for Senior Class

Days	9.30-10 am	10-10.30 am	10.30-11.05 a.m.		11.20-12 noon	12-12.30 p.m.		1.15-1.45 p.m.	1.45-2.00 p.m.	2-2.30 & 2.30-3.30pm
MONDAY	Arithmetic	Reading	Eng.Text		Geography	Music		Science	Spelling	Work-shop
TUESDAY	Arithmetic	Reading	Eng.Text		Geography	Poetry		Science	Craft	Craft & Games (combined)
WEDNESDAY	Arithmetic	Reading	Social study		History	Choral Verse (combined)		Poetry	Spelling	Work-shop
THURSDAY	Spacework	Reading	Social study	11.05-11.20 break	History	English grammar	12.30-1.15 lunch	Writing	Scripture	Work-shop
FRIDAY	Arithmetic	Reading	Library		Language (combined)	Music		Cooking alternating with Art/Craft/Dramatization	Cooking	Yoga

APPENDIX

No. Special Education Department - Baldwin Girls' High School

...

Individual Case Record

Name: Date of birth:

Address:

Family History:

Father's name: Occupation:

Mother's name: Occupation/Home

Marital status of parents: together, divorced, separated, remarried, father deceased, mother deceased.

Parents attitude toward child: Cruel, indifferent, understanding, over-indulgent.

Parents cooperation with school: Excellent, good, fair, poor.

Language spoken in the home:

Family reputation: Industrious, honest, responsible, shiftless, dishonest, troublesome, immoral.

Father characteristics: Feeble-minded, ignorant, immoral, indolent, industrious, intelligent.

Mother characteristics: Feeble-minded, ignorant, immoral, indolent, industrious, intelligent.

Parental control: Excellent, good, fair, poor.

Financial status:

General Home Conditions:

Type of House: Owned or rented, furnished.

Home condition: Neat, disorderly, filthy, poorly furnished, well furnished.

Neighbourhood: Poor, compound of institution, good, fair.

Details about the child:

Age of walking Age of talking Childhood diseases Accidents

Present health and physical development:

Corrections recommended: (a) Corrections made (b)Agency involved

Psychological examination:
Examiner Date Recommendation

Child Guidance Clinic Examination at the AIIMH: Date:

Child's attitude toward school before entering special class:
Parent attitude toward school:

Educational Record:

Age on entering school:
Grades repeated: Attendance: Regular Irregular
Age on entering special class:
Retardation in years:
Transferred to special class on recommendation of . . . .
School giving transfer:
Academic ability on entering special class:

Reading level:
Arithmetic:
Any special abilities:
Special handicaps in school:

Home visits date Visitor
date Visitor
date Visitor

Follow-up Record

Left school:
Employed at: Wages -
Employed at: Wages -
Married: Single

Scholastic Record

Date	Class	Reading	Arith.	Spelling	Writing	Geog.	Lang.	Drawing
1	2	3	4	5	6	7	8	9

Any other
10

Recommended for regular school: Date: School:
Recommended for technical training: Date
Left School: Date: Reason:

Scholastic record after leaving schooling in special classes.

APPENDIX IV

INDIVIDUAL CUMULATIVE RECORD

From (year)..... To (year).....

Name of the school:

I. General Information:

Information under this head has to be filled in only once and in the beginning of the school year but changes later on, whatsoever must be recorded.

Personal

1. Name (in block letters)Mr.Mrs... Admission No...

Day Month Year

2. Date of birth ..

3. Date of admission .. Photo

4. Address:

Phone No.(if any)

5. Religion Sc.caste/Backward Class Yes - No

6. School last attended:

S.No.	Name of the school	Year of joining with class	Year of leaving with class	Reasons for leaving

Home and Community:

1. Name of father with education/occupation
2. Name of guardian with education/occupation (if father is not a guardian)
3. Name of mother with education
4. Mother - alive/dead - real/step
5. Number of siblings:
   i. Brothers
   ii. Sisters
6. Position of the child in the family:
7. Income of parents:
8. Special family circumstances:

II. Health:

(a) Atleast one rating may be made in a year.

(b) Items other than height, weight etc. where actual measurements are not possible may be rated on a five-point scale, viz.,

A	B	C	D	E
Outstanding	Above average	Average	Below average	Much below average

Physical growth:

	Year					Year					Year				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1.General constitution															
2.Weight (in Kg)															
3.Height (in cms)															
4.Chest: i)exhale															
ii)inhale															
5.Sight															
i.Right eye															
ii.Left eye															
iii.Distant sight															
iv.Near sight															
v.Colour vision															
6.Ears: i)Rt.															
ii)Lt.															
7.Speech defects															
8.Nose															
9.Teeth decay															
10.Kinaesthesia															
11.Throat															
12.Lungs															
13.Heart															
14.Liver															
15.Skin diseases															
16.Chronic diseases															
17.Malformation (if any)															
18.Special remarks(if any)															

Personal Hygiene

	Year					Year					Year				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1.Body cleanliness															
2.Cleanliness of dress															
3.Eating habits															
4.Health habits (Toilet,table manners,)															
5.Personal care(Punctuality in daily routine)															
6.Posture															

III. Aspect of intellectual Abilities:

(a) The student may be rated only on those types ability in respect of which he has been able to exhibit some trend specifically.

(b)Only one rating on a fime point scale once a year would do.

Type:
- Verbal
- Arithmetical
- Reasoning
- Spatial
- Mechanical
- Artistic
- Inventive
- Musical
- Scientific
- Manual
- Practical
- Speed of work
- Intellectual efficiency
- Imagination
- Attention
- Observation
- Reasoning
- Memory

Abstract
- Special skill possessed
- Special disabilities discovered.

IV. Personality Traits.

A: Personal characteristics
- eg.Persistence
- Obedience

B: Class conduct:
- Regularity
- Punctuality
- Orderliness
- Truany

C: Behaviour Problems
- Shyness
- Aggressiveness
- Abusive
- Cowardliness
- Sying
- Stealing

V. Academic Achievements:

(a) 'M' stands for marks secured in the quarterly examns.
(b) 'R' (rating) is to be indicated on a five point scale in particular subjects.
(c) Under general remarks student's position in the Annual examination may be recorded.

Academic Achievements.

Class:

Main head	Subject		M	R	M	R
		1.				
		2.				
		1.				
		2.				
		1.				
		2.				
		1.				
		2.				
		1.				
		2.				

Total marks obtained-
Position in the class

Subjects in which the student is interested: 1 2 3

Subjects which are not liked by the student: 1 2 3

VI. Co-curricular activities:

(a) Assessment should be based on actual participation by the student and proficiency attained in the activity.

(b) The items here are to be rated on a five point scale.

Activities	Ratings Year					Year					Year				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
A. Routine activities															
i. Prayer															
ii. P.T.															
B. Games & Sports															
C. Social Activities															
D. Literacy activities															
E. Cultural Activities															
F. Hobbies															

APPENDIX

BALDWIN GIRLS HIGH SCHOOL

OPPORTUNITY CLASS
Pre-vocational Training Certificate

This is to certify that . . . . . has been . . . . . She/He has shown keen interest and has been very cooperative in all extra-curricular activities. She/he is . . . . . in the Pre-vocational work, particularly in . . . . . .

Her/his attendance has been . . . . . .

Her/His character and conduct have been . . . . . .

We wish her/him the best of luck in her/his endeavours.

Sd. . . . . .
PRINCIPAL

DATE

Sd. . . . . .
DIRECTOR
Special Education

APPENDIX VI

LIST OF EQUIPMENT IN THE OPPORTUNITY SCHOOL

Workshop:

Woodworking tools
Metal working tools
Leather working tools
Woodworking saws
Squares
Drilling machine, vise (bench and hand)
Carpenter's drilling set
Plane, chisels, spanners
Cutting pàiers, hand drill and files
Screw drivers, hand grinding stone, machine grinding stone
Hammer, fret saw, fret saw machine

Large Play Equipment:

Two red scooters
1 Wagon
Two trfes
1 Goofy foot board
1 Giant Tanka truck
1 Pair Jousters (foam rubber and vinyl)
1 Cricket set
1 Foot ball
2 Tricycles
1 Guitar

Small Play Equipment:

1 Set wooden blocks (elephants)
1 Set plastic blocks
6 Puzzles (primary)
6 Puzzles (Inter/Sr.)
6 Small cars or trucks
1 Large 3 small Frisbee (to throw)
Carrom board
Bingo set
Colour Bingo set
Building block sets (5)
1 Mechano set
1 Pack of cards
Badminton set
1 Pistol

Costumes
Punching Bag (Vinyl)
Learning-buttoning, straps, ties board (vinyl)
Number-filer board
Number-wood lines (hanging)
Puppets-hand
Walking board

Teaching Equipment

Record player and records
1 Cassette recorder
Matching cards
Flash cards
Rolling chart
Story books
Pictures
Art equipment, and books
Sand tray
Stove and equipment for cooking
Gas cylinder
Treadle fret saw
Small sorting trays and parts (pins, nails, washers,etc.)
Paints (cloth and paper)
Coloured paper
Electric and sockets wire
Typewriter
Piano
Rhythm instruments
Sewing equipment (No machine)

Small Things for teaching

Instructor magazine
Teacher magazine
Moral-student work sheets
Colour markers
Charts and maps
Pictures
Fish tank (all gone right now)
3 Pencil sharpners
Art books and craft books (10 to 12)
Science experiment books for elementary grades
Magnifying glass
Child's microscope
Mirror for sun and light experiments
First aid equipment in office